

Learn and Grow

Year 6 Basic Education Teacher's Guide

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Introduction

The Teacher's Guide provides teachers with detailed guidance on each lesson as well as helpful notes on how best they can implement the suggested activities in *Year 6 Basic Education* textbook. It also supplies answer keys and scripts of the audio materials.

The premises and theoretical principles underpinning year 6 Basic Education textbook :

This syllabus is predicated on the view that learners are agents, i.e., active users of English in the contexts and communicative tasks proposed in the textbook and the teacher's guide, rather than passive recipients of input.

That said, teachers are highly recommended to make use of pedagogies that tap practices in approaches and methods as diverse as constructivism, socio-constructivism, cognitivism, action-oriented approach, Discovery Learning, Total Physical Response (TPR), the humanistic approaches, etc. The practices and techniques inherent to these approaches and methods are particularly used to enable young students to construct their learning and find deeper meaning in it.

Lesson overview:

Each lesson overview opens with a set of learning objectives specific to that lesson. Subsequent to the objectives are the lexical items and structure/s and/or language function/s to be introduced or consolidated. Each lesson follows a number of stages that help the learners acquire the language and reinvest it in a production task by the end of the lesson. Below is a description of the different lesson sections.



Let's get started

This section is meant to set the lesson context and prepare the learners for the listening or reading tasks. By encouraging learners to think of ideas or examples, or items related to aspects of the day's lesson, the teacher taps into learners' prior knowledge (schemata) and further narrows down their attention to the topic of the day's lesson.

The context can be set by making connections with previous lessons, describing visuals or realia, engaging in discussions, etc. In these lead-in activities, the teacher can use spidergrams and other brainstorming techniques to elicit responses from learners. Such preparation activities can be carried out in pairs, groups or as a whole-class.

During the brainstorming activity, the teacher is expected to:

- Help learners express their ideas without being worried about making mistakes.
- Encourage them to listen to what their peers say.
- Guide them to formatively assess what they already know and set purposes for their own learning.
- Collect as many ideas as possible by accepting all the answers and recording them on the board.

At the end of the activity, the teacher and the learners go through the elicited ideas and decide on their quality and relevance to the topic dealt with.

Targeted Life skills and related sub-skills:

- Acceptance
- Respect for differences
- Communication skills: effective speaking, listening attentively and objectively, expressing ideas, responding appropriately, describing feelings.
- Creating ideas.
- Observing and discovering.



Let's read



Let's Listen

In these sections, learners are invited to read and / or listen to level and age-appropriate aural and written materials to answer comprehension questions. The teacher's effort should be geared towards developing learners' comprehension strategies by actively engaging them with the text, be it a reading or a listening.

- As reading is a silent and private activity that involves a dynamic and flexible process of thinking, **silent reading** is a very important technique to develop comprehension.
- The teacher invites the learners to read the text **silently** or listen to the audio material carefully to answer **pre-set questions**, provides them with **wait-time**, and refers them to the paragraph or makes them listen again to the section where the correct answer figures.
- The first comprehension question always targets the **gist** of the reading or listening passage. The learners **skim** the text to identify its main idea.
- The other questions are meant to develop learners' skills to **scan** a text and identify specific information.
- To construct meaning from the text and understand it in depth, a variety of activities and question types are incorporated in this stage. Here are some of them: answering yes/no and Wh-questions, identifying (and justifying) true/false statements, completing sentences with words from the text, transferring information onto a chart, finding synonyms to given words, matching sentence parts, answering reference questions, etc.
- **Peer -feedback** is recommended: whenever possible encourage learners to peer check before sharing the answers with the whole class.

The teacher should encourage learners to avoid isolated words, and respond with complete sentences or language chunks when answering questions or when communicating thoughts.

Targeted Life skills and related sub-skills:

- Communication skills: responding appropriately, describing feelings.
- Attending to detail.
- Critical thinking.
- Decision-making skills.
- Empathy.
- Perspective-taking.
- Making connections.



Let's complete the rule



Let's practise

Grammar should be dealt with in context. Teaching grammar in context targets both usage (i.e., allowing learners to notice how rules are applied in sentences) and use (i.e., tying up grammatical forms with their meanings). For this reason, this section comprises two steps. The first step involves introducing an example (or examples) taken from the reading/listening passage from which learners can observe or notice the grammatical pattern. With the help of the teacher's guiding questions, the learners, then, try to conceptualize by completing the rule.

The second step is meant to ascertain that the learners get the rule appropriately. It gives them the opportunity to consolidate the target structure or function in meaningful and communicative contexts.

For further meaningful practise, the teacher should also encourage the learners to incorporate and reinvest the newly acquired grammar structures and functions in the production activity, be it spoken or written.



Let's speak

In this section, the learners are engaged in speaking tasks in which they **use** the language they have acquired. Most of the speaking activities take the form of a **role play** or a **simulation** wherein learners assume the role of a person or act out a given situation. This learning structure motivates young learners and is often part of their fun activities. It also simulates real-life scenarios and brings variety, movement, and experiential learning into the classroom. In order to make role plays successful and help learners benefit from them, the teacher should follow a number of recommendations and guidelines :

- Make sure that all learners know **exactly** what they are supposed to do. A good way to do this is to ask them to carefully read the instructions, explain what they are required to do and use **ICQs** (Instruction-Checking Questions) to check their understanding.
- Give learners clear information and details about the part each one is going to play.
- After explaining the activity, do some **scaffolding**, i.e., demonstrate the activity with one learner (or learners) before they pair up with their partners.
- Avoid interrupting learners once they have started working on the activity.
- Make sure learners work with different classmates. To do so, ask the learners to work with the peers sitting on their left and right as well as with those sitting behind and in front of them.

- Encourage the learners to use the target language as the medium of communication with each other.
- Monitor learners while they are involved in speaking activities to keep track of their learning and provide them with timely feedback.

Targeted Life skills and related sub-skills:

- Communication.
- Perspective-taking.
- Creativity.
- Empathy.
- Adaptability (to various situations).
- Decision making.
- (Self-)confidence.
- Turn taking.
- Active listening.



Let's write

Writing is important for building content learning across the curriculum. The writing activities proposed in this section aim at developing writing subskills, recycling and reinvesting the newly-acquired language in meaningful contexts. In line with the thematic concerns dealt with in the lessons, these activities seek to hone the learners' writing skills across different genres. They start at sentence level and expand to short, simple texts including posts, emails, notes, etc. To make the writing skill pedagogically fulfilling and rewarding, the teacher should :

- Create an engaging context that enhances learners' motivation.
- Encourage learners to work collaboratively to brainstorm and generate ideas relevant to the topic.
- Formulate clear and straightforward topics. The prompt should incite learners to write a specific **genre** with a clear **purpose** and for a clear **audience** (for example writing an email (genre) to a friend (audience) to describe one's town (purpose)). As writing is a challenging task, learners need to work on meaningful, realistic and relevant tasks based on their needs and interests.
- Make good use of the language support provided in the textbook (key lexical items, grammar structures, linkers, etc.) by way of scaffolding. Also, feel free to add other language items as seen fit to help the learners succeed in the writing task.
- Give constructive **feedback**. Feedback is of paramount importance. But it needs to be a shared responsibility. **Self-feedback** (or reflection) and **peer feedback** should also be encouraged. For peer feedback to be effective and more informed, the teacher should provide the tools for learners to assess each other's performance. For such ends, the teacher should equip the learners with simplified versions of checklists and rubrics.

Targeted Life skills and related sub-skills :

- Collaboration.
- Creativity.
- Critical thinking.
- Focus and self-control.
- Perspective taking.



Let's pronounce

As correct pronunciation is crucial for successful communication, the textbook pays due attention to teaching pronunciation.

Each lesson focuses on specific sounds along with their phonetic symbols and offers different techniques to practise them. Minimal pairs, classifying words according to their sounds, tongue twisters are some of the techniques used to help learners pick up accurate pronunciation.

The pronunciation activities are carried out as follows :

1. Learners listen to the words.
2. They say the words aloud (individual or choral drilling)
3. They complete the activity suggested in the textbook.



Let's play

Generally speaking, games can be used at all stages of the lesson. When used at the end of a lesson, a game serves as a wrap up activity where learners further practise what they have learned in a fun way.

Far from being mere time-fillers, games can be effective learning activities as they engage learners, reinforce learning, and develop social and emotional learning. They also boost learners' motivation, help them experiment with the language and take risks confidently. For games to achieve their potential for learning, teachers should take these guidelines into account :

- Explain the rules by using simple sentences.
- Ask some learners to repeat the rules.
- Ask instruction-checking questions (ICQs) to make sure that all the learners have understood.
- Try out the game with one or two learners.
- Set a time limit to the activity.

Targeted Life skills and related sub-skills:

- Focus and concentration.
- Communication.
- Making connections
- Interpersonal skills.
- Problem-solving skills.
- Engaged learning.
- Coping with emotions.
- Stress management.

Board games:

Individually or in groups, learners take turns to:

- roll the dice
- move along the spaces on the board game.
- land on a space,
- respond to the instruction : comment on or label a picture, answer a question or respond to the prompt (by using their acquired knowledge, personal experience, imagination, and/or critical thinking skills) to formulate answers.

Some prompts are open-ended, there is more than one correct answer. While one player is answering / speaking, the other players should be listening carefully. They are expected to remember the given responses because a player needs to say something new each time s/he lands on a space. Otherwise, his/her answer is not counted correct.

Dice:



Project idea

The Student's Book comprises **seven** projects to be conducted at the end of each Unit. The projects vary in nature. They include designing posters, drawing food pyramids, preparing PowerPoint presentations, producing videos, writing stories, diaries, etc. They are meant to enable learners to use the target language in a meaningful and constructive way in order to complete a task individually, in pairs or in small groups. The teacher should always take the time to explain to the learners what they are expected to do and to provide them with an example of the end product if possible.

Projects are immensely beneficial in the foreign language classroom as they allow learners to work autonomously, although the teacher will always be available to offer help and guidance where necessary. S/he should inform the learners about any required preparations in due time and help them form the pairs or groups depending on the nature and objectives of the assigned project. In a way, projects put learners in authentic situations of active and effective collaboration and enable them to gain self- confidence. It would be very motivating for learners, if they could see their finished piece of work displayed in the classroom. **End products** are evaluated by both the teacher and the peers. Learners help each other improve and be reflective. While observing their peers presenting their projects, learners are equipped with the evaluation grid below :

Evaluation grid

	😊	☹️	Comments.
I like the: pictures/ drawings/ real objects			
I can clearly hear the presenters' voices.			
They look at me when they talk.			
They pronounce the words correctly.			
They use correct sentences.			
The presentation is clear to me.			
I have learnt something new from the presentation.			
I have a question to the presenter/s.			

Targeted life skills:

- Problem solving.
- Effective communication.
- Informed decision making.
- Critical thinking.
- Empathizing with others.
- Building healthy relationships.
- Self-management
- ...

Answer Keys

Unit 1: Entertaining Myself

Lesson 1: Let's Have Fun

Objectives: Upon completion of the lesson, the learners will be able to:

- Name leisure activities.
- Speak about their favourite leisure activities.

Vocabulary:

fishing / museum / go camping / riding a bike / gardening

Grammar:

Because

Like + verb + ING

Enjoy + verb + ING



Let's get started

First, the learners look at the pictures and listen to the audio recording or to the teacher naming the activities. Second, they label the pictures.

Suggested answers (Any correct answers should be accepted):

1. Swimming / 2. Listening to music / 3. Dancing / 4. Going to the cinema / 5. Gardening /
6. Reading books / 7. Drawing / 8. Visiting museums / 9. Playing sports / 10. Riding a bike /
11. Fishing / 12. Playing computer games



Let's Listen

- a. Learners complete the table by ticking the activities they do in their free time and crossing those they don't.
- b. Learners work in pairs to enact a dialogue, to talk about their favourite activities. They swap roles when they finish. They are encouraged to follow the example.

e.g.

- Learner A: What's your favourite hobby?
- Learner B: Well, I like riding bikes. What about you?
- Learner A: I enjoy listening to music in my free time **but** I hate playing video games.
- Learner B: Why do you hate playing video games?
- Learner A: I hate it because it's boring.



Let's complete the rule

Expressing likes

enjoy + verb + **ing**
like + verb + **ing**

Expressing dislikes

hate + verb + **ing**
dislike + verb + **ing**



Let's practise

- a. William enjoys riding a bike.
- b. Rex and Kate enjoy dancing.
- c. Carla enjoys fishing.
- d. Steve enjoys swimming.
- e. Henry enjoys reading books.



Let's write

Learners write a paragraph about the activities they like to do in their free time using the appropriate expressions from the provided list.

- Guide the learners to choose the activities they prefer to do in their free time, to add others not mentioned in the list. Remind them that they have to use the structures expressing likes and dislikes. Encourage them to write short, complete and meaningful sentences with correct punctuation.



Let's pronounce

Cross the odd word out

hide and seek / bike



Let's play

drawing – fishing – swimming – listening to music – reading

Lesson 2: My Free Time Activities

Objectives: Upon completion of the lesson, the learners will be able to:

- Name leisure activities.
- Write about their favourite leisure activities.

Vocabulary:

drawing / gardening / shopping

Grammar:

Adverbs of frequency: Always / Sometimes / Usually / Never

Prepositions: On / In

On the weekend / on holidays / on Monday morning

In the morning / in the afternoon / in the evening

} Consolidation



Let's get started

Learners look at the pictures and write the different activities people do in their free time.

Suggested answers. (Accept any **other** correct/ plausible answers) :

- They go to the museum.
- They enjoy going to the museum.

- She plays music/ the guitar.
- She enjoys playing music/ the guitar.

- He rides his bike.
- He enjoys riding his bike.

- S/he plays computer games.
- She enjoys playing computer games.

- She swims.
- She enjoys swimming.

- He dances.
- He enjoys dancing.



Let's read

Comprehension questions

1.

Name	Town	Favourite free time activities
Kevin	California	1. Playing sports (playing volleyball, riding the bike) 2. Playing video games

2. Match.

always	→	plays football
sometimes	→	plays volleyball
never	→	rides a bike



Let's complete the rule

I	}	always + sometimes + never	}	+ verb	He	}	always + sometimes + never	}	+ verb + s
You					She				
We					It				
They									



Let's practise

Learners read the sentences about Aly and identify the meaning of the adverbs of frequency with reference to the percentages.



Let's speak

- Learners read the contents of the bubbles.
- Report about the information that they are required to provide : time, place, feeling...
- They are allotted a limited time to complete the bubbles/boxes with information about their free time activities.
- They share their answers with the whole class (The teacher has a few learners share their answers for each bubble).
- While writing the paragraph, emphasis is put on the use of the appropriate linkers and punctuation marks.



Let's pronounce

S <u>o</u> metimes	V <u>o</u> lleyball	S	(D)
Sh <u>o</u> pping	<u>O</u> ften	(S)	D
F <u>o</u> r	M <u>o</u> nday	S	(D)
M <u>o</u> rning	S <u>p</u> ort	(S)	D
C <u>o</u> mputer	H <u>o</u> liday	S	(D)



Let's play

1. reading 2. drawing 3. Gardening 4. dancing 5. Fishing 6. Playing football 7. shopping

Lesson 3: A Day Out

Objectives: Upon completion of the lesson, the learners will be able to:

- Name outdoor free time activities.
- Make and respond to suggestions.

Vocabulary:

bored / hide and seek / tired / zoo / far

Grammar:

Let's + infinitive / How about + V + ing ? / What about + V+ing ?

Function:

Making suggestions



Let's get started

Learners look at the pictures and answer the questions.

Suggested answers. (Accept any **other** correct/ plausible answers):

- a. They are children./ These are Adam and Linda./ This is Adam./ This is Linda./ Adam and Linda.
- On the weekend, they are going to the museum, the cinema, the zoo and the restaurant.
 - They are going to the museum.
 - They are going to the cinema.
 - They are going to the restaurant.
 - They are going to the zoo.



Let's Listen

Tapescript

Adam: Linda, I am bored. Let's play hide and seek !

Linda: Oh no. I'm sorry, I'm tired. What about going to the zoo ?

Adam: No, I don't want to go there, it's very far. How about going to the cinema ?

Linda: Great idea! I love watching films.

Adam: And what about going to the restaurant after the film?

Linda: Ok let's go!

Comprehension questions

1. Adam and Linda agree to
- go to the cinema.
2. Listen and put the sentences in order.

- | | |
|--------------------------------|---|
| No, I want to go out. | 2 |
| Great idea! | 4 |
| Let's play hide and seek! | 1 |
| How about going to the cinema? | 3 |

Making suggestions

Let's + **ing**

What about + verb + **ing**?

How about + verb + **ing**?



Let's complete the rule



Let's practise

- a. Let's b. How about c. What about d. Let's e. Let's



Let's speak

- Invite the learners to read the instruction. Then, demonstrate the activity by asking two learners to perform the role play, or perform it with one of the learners.



Let's pronounce

Listen, say the word.

/s/	/z/
<u>c</u> inema – re <u>s</u> taurant – let' <u>s</u> – hide and <u>s</u> eek	<u>z</u> oo – mu <u>s</u> eum – play <u>s</u> – pre <u>s</u> ent



Let's play

Zoo park cinema museum biking

Lesson 4: Let's go on a picnic

Objectives: Upon completion of the lesson, the learners will be able to:

- Name picnic items.
- Talk about picnic activities.

Vocabulary:

Get ready / river / wash / arrive / rope skipping / fly a kite

Grammar:

Linkers : and – but

his – her – their



Let's get started

Learners look at the picture and answer the questions.

Suggested answers. (Accept any **other** correct/ plausible answers):

- They are a family/ they are parents and children...
- They are in the park.
- They are eating and drinking. / They are having a picnic.



Let's read

1-

a. Going on a picnic

2.

False

True

False

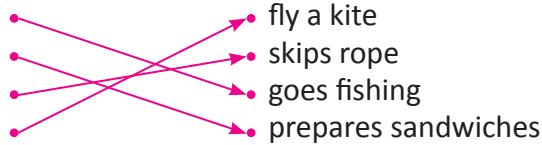
3. Match.

Dad

Mum

Annie

I



Let's complete the rule

I	→	my
You	→	your
He	→	his
She	→	her
It	→	its
We	→	our
They	→	their



Think



Pair



Share

Learners think independently about the answers, write them down. Then, they pair up and discuss with a partner. Finally, they share their answers with the class.



Let's practise

her his her her their



Let's write

- Learners look at the picture and write five sentences to describe what the children are doing.
- Then, they develop their sentences into a paragraph using the correct **linkers** and the appropriate **punctuation marks**.

Proposed answers. (Any correct answers should be accepted).

- The little girl is skipping rope.
- The children are playing hopscotch.
- The little girl is walking the dog.
- The children are playing hide and seek.
- The children are having a picnic.
- The little boy is flying a kite.



Let's pronounce

In the morning, Annie prepares sandwiches for the picnic.



Let's play

You're going on a picnic.

Sandwich – Banana – Apple – Juice – Pizza

The teacher invites learners to name the food items they have circled.

Lesson 5: Pass the Ball

Objectives: Upon completion of the lesson, the learners will be able to:

- Name leisure activities.
- Make offers and requests (using "Would you like...?").

Vocabulary:

lose / team / win / kick / run

Grammar:

Would you like...?



Let's get started

Learners look at the pictures. Then, they complete with the missing words to label the pictures.

1. Going to the cinema / 2. Going fishing / 3. Playing volleyball / 4. Going on a picnic /
5. Going to the museum / 6. Dancing / 7. Reading / 8. Drawing / 9. Swimming



Let's read

1. Before reading, learners look at the pictures and answer the questions.
 - They are children/ boys/ friends/ classmates...
 - They are at the beach.

Comprehension questions

- The boys are at the **beach**
- FALSE

TRUE
- Lose → picture 1 / Team → picture 2 / Run → picture 3 / Win → picture 4 / Kick → picture 5 / Volleyball → picture 6



Let's complete the rule

Inviting

Would you like + **to** + verb ?

Making a suggestion

Let's + **verb**



Let's practise

- Would you like
- Let's
- Let's



Let's speak

Suggested answers. (Accept any **other** correct/ plausible answers):

Speaker 1	Speaker 2
<ul style="list-style-type: none"> - Would you like to go to the restaurant ? - Would you like to go to the beach? 	<ul style="list-style-type: none"> - Yes. Great idea! - Yes, sure! - No, sorry I'm tired. - No, I can't. I have school.



Let's pronounce

Listen, say. Match the similar sounds.

Ball • • Play
 Station • • Draw
 Dance • • Park



Let's play

Match the corresponding items/things together. Write the name of the sport.

- 1 → d /basketball 2 → b /Handball 3 → a /Football 4 → e /Tennis 5 → c /Volleyball

Progress Check 1

Reading Comprehension

1.	Name	Age	Town	Favourite activities
	Tim	13	Manchester	Football
	Katy	11	London	Drawing/ playing music/ watching T.V/ going on picnics/ playing tennis

2. False
False
True
3. ① School ② Sunday ③ activities ④ sometimes

Language

1. 1. She / 2. Her / 3. He / 4. their / 5. They
2. ① Would you like to ② want to ③ How about ④ Let's

Writing

1.
 - Let's go on a picnic.
 - Would you like to listen to music?
 - I never ride my bike at night.
 - Tim and his friends enjoy swimming.
2.
 - Learners engage in a brainstorming activity whose objective is to list as many free time activities as possible.
 - A class speaking activity to formulate some sentences about the activities they do with their friends.
 - Individually, learners write their paragraphs.

Unit II: Keeping Fit

Lesson 1: I'm Healthy, I'm Happy

Objectives: Upon completion of the lesson, the learners will be able to :

- Classify food into healthy and unhealthy food.
- Give advice for staying healthy.

Vocabulary:

fruits / vegetables / lots / healthy / unhealthy

Grammar:

Should / Shouldn't



Let's get started

Learners look at the pictures. They label the pictures individually. Then, they check their answers with their classmates. After that, they **tick** the healthy foods and **cross** the unhealthy ones.

They share their answers with the whole class.

Fries/ chips <input type="checkbox"/>	Hamburger <input type="checkbox"/>	Grapes <input checked="" type="checkbox"/>	Sandwich <input type="checkbox"/>
Fish <input checked="" type="checkbox"/>	Water <input checked="" type="checkbox"/>	Sweets <input type="checkbox"/>	Carrots <input checked="" type="checkbox"/>



Let's read

Learners answer the questionnaire individually. Then, they share their answers with their partners. Based on their answers, they decide who is **healthier** and **fitter**. After, they enact a dialogue to give advice on how to stay fit using should/ shouldn't.



Let's complete the rule

Giving advice

Should+ **verb**

Shouldn't/should not + **verb**



Let's practise

1. 2. shouldn't 3. should 4. shouldn't 5. should 6. should 7. should
2. ① healthy ② fast ③ go to bed



Let's pronounce

Ashley! You should eat sh then brush sh your teeth and wash sh your hands.



Let's play

Play sport / Brush teeth / Wash hands / Drink a lot of water / Eat fruits /

Lesson 2: Eat well, Live well

Objectives: Upon completion of the lesson, the learners will be able to:

- Describe the elements of healthy eating.
- Tell others to make healthy eating choices using **must / mustn't**.

Vocabulary:

vegetables / teeth / egg / keep fit / bad for

Grammar:

Must / Mustn't



Let's get started

Learners look at the two pictures and choose a meal. They give reasons for their choice. Then, they work in pairs to ask each other about their choices and the reasons for choosing one meal over the other.



Let's Listen

Tapescript

- "Anna, stop eating sweets. You must eat healthy food."
- "Why? They are so good."
- "You mustn't eat unhealthy food. Those sweets are bad for your teeth".

- "Oh no! I don't want to have bad teeth. What should I do?"
- "You should eat vegetables, fruits, meat, eggs, cheese, drink much water and milk".
- "Oh, that's right, mum. My teacher always says we must eat more healthy food to feel well".

Comprehension questions

1. Eating healthy to keep fit.
2. FALSE
TRUE
FALSE

 **Let's complete the rule**


Must + **verb**
Mustn't/must not + **verb**

 **Let's practise**

- a. must b. mustn't c. must d. must e. must f. must

 **Let's write**

Learners work in groups of four to develop a health poster. They complete the health poster with sentences about what they **must eat** and **mustn't eat** to keep fit and healthy. They can also draw pictures.

 **Let's pronounce**

/i/	/i:/
- f <u>i</u> t	- Che <u>ee</u> se
- h <u>i</u> t	- m <u>ea</u> t
- dr <u>i</u> nk	- t <u>ee</u> th
- m <u>i</u> lk	- <u>ea</u> t
- rabb <u>i</u> t	- f <u>ee</u> t
- s <u>i</u> t	- r <u>ea</u> d
	- f <u>ee</u> d

 **Let's play**

- 1- chicken / 2- fish / 3- cheese / 4- pepper / 5- meat / 6- apple / 7- milk

Lesson 3: I'm Healthy, I'm Fit

Objectives: Upon completion of the lesson, the learners will be able to:

- Describe fit and unfit people.
- Distinguish between healthy and unhealthy habits

Vocabulary:

doughnuts / fit / fat / tired / excited / sad / unhappy

Grammar:

Should/Shouldn't

Must/Mustn't



Let's get started

Class activity: Learners look at the pictures. They spot the differences between picture 1. and picture 2. They enumerate the possible reasons that lead to fatness. Then, they generate sentences to compare the boy in the two pictures using the words “slim / fat / thin / health / fit”.

- Example: In picture 1, Ted is fat **but** in picture 2, he is thin/ slim/fit

N.B. Learners need some **wait-time** to be able to answer the questions and to formulate the sentences.



Let's read

1.

TRUE
FALSE
FALSE

2.

Ahmed → doesn't play sport.
→ eats fast food
→ isn't fit.

Aly and Ramy → are fit.

3. Match.

Fit → Picture C
Jumping → Picture D
Fat → Picture B
Doughnuts → Picture A

Expressing ability

Can + verb

Expressing inability

Can't + verb



Let's complete the rule



Let's practise

① can't ② can ③ can't ④ can



Let's speak

1- Eat fruit and vegetables. / 3- Play sport. / 5- Eat much salad. / 6- Walk for an hour every day / 7- Have three meals a day. / 8- Eat less chocolate.

- **Tell learners how much time they have to accomplish the task.**

- **Encourage pairs to help each other and stay on task.**

- **Give pairs time to think and come up with answers.**

- **Don't be tempted by quick learners. Encourage them to give their answers a second thought.**



Let's pronounce

crisps / eat / should



Let's play

Healthy food:

tomatoes – cheese – bananas – chicken – apple – eggs – carrots

Lesson 4: How are you Feeling?

Objectives: Upon completion of the lesson, the learners will be able to:

- Talk about three ailments.
- Give advice for staying healthy.

Vocabulary:

toothache / stomachache / sick / tired / headache

Grammar:

Have a + ailment

To be + adjective



Let's get started

- a. Learners look at the pictures and listen to the audio recording / teacher:
He is tired – The boy is sick – He has a headache – She has a toothache – She has a stomachache
- b. The teacher says the expressions; the learners listen, repeat and mime.
The teacher lays stress on the structure in a way that helps the learners complete the rule.



Let's read



Let's Listen

- Here, learners listen and read simultaneously. Then, they answer the assigned comprehension questions.

comprehension questions.

1-

- a. Simon
b. The doctor

2-

- ① doctor ② friends ③ stomachache ④ healthy

3-

I usually eat fast food, cakes and sweets.

You should have three healthy meals a day!



Let's complete the rule

I have a

{
toothache
headache
stomachache



Let's practise

- ① have ② am ③ have ④ have



Let's speak

Learners look at the pictures and choose one. They work in pairs to enact a dialogue between a patient and the doctor. They can imitate the dialogue in the listening.

- During the phase of making the choice, the teacher helps the learners develop their decision-making skills, asks them to convince their partners of their choice to reach an agreement.
- The teacher encourages the learners to enact the role play using gestures and body language.



Let's pronounce

Doctor! I can't keep fit. I have a stomachache and a toothache.



Let's play

w	o	m	i	s	x	m	e	a	l
o	g	f	i	t	t	s	q	b	o
n	g	s	p	o	r	t	f	i	s
d	y	m	l	m	b	m	i	k	h
e	t	u	i	a	r	e	n	k	j
p	j	d	z	c	g	r	s	e	b
t	o	o	t	h	a	c	h	e	e
y	f	c	c	a	x	a	g	p	m
h	v	t	k	c	z	n	y	n	e
l	n	o	s	h	e	l	u	w	a
q	d	r	a	e	p	a	q	j	t

Lesson 5: How to Stay Fit

Objectives: Upon completion of the lesson, the learners will be able to:

- Identify activities to stay fit.
- Categorize food into healthy and unhealthy.
- Define a healthy menu.

Vocabulary:

oil / sweets / egg / meat / pasta / yoghurt

Grammar:

How many

How much



Let's get started

Learners rely on the pictures in the bubbles to answer the questions.

Suggested answers. (Accept any **other** correct/ plausible answers):

a.

1. He can play sports/ football with his friends.
2. He can ride a bike.
3. He can walk his dog.
4. He can eat healthy food/ vegetables and fruit.
5. He can drink a lot of water.

b.

There is salad, rice, vegetables and meat.



Let's read

1.

a. foods and drinks

2.

- a. True
- b. True
- c. False

3.

① chicken ② vegetables ③ water

4.

- We should eat bread once a day.
- We should eat a little butter.



Let's complete the rule

How many + countable noun (1, 2, 3...)

How much + uncountable noun (cheese)



Let's practise

How many / How much / How many / How much



Let's write

Learners work in pairs. They look at the food pyramid and write a healthy menu for each other. To increase learner talking time and promote interaction during a pair work activity, the teacher has to give simple and clear instructions. Besides, s/he has to assume different roles mainly those of a **facilitator**, a **prompter**, a **participant** and a **feedback provider**.



Let's pronounce

cream



Let's play

tomato – carrot – lettuce – milk – apple – tomato – bananas – orange – water

Progress Check 2

Listen, Read: Comprehension questions

1. c. supermarket.

2.

Vegetables	Fruit
a. lettuce b. tomato c. onions	d. apples e. strawberries

- 3.
- FALSE
 - FALSE
 - TRUE

Language

1.

a. Play sports to keep fit.	d. You should drink milk
b. Ride your bike to school.	e. You shouldn't eat fast food.
c. Don't eat sweets, they are bad for your teeth.	f. Walk for an hour a day.

2.

- ① breakfast ② by ③ lunch ④ After ⑤ seek ⑥ his

Writing

- 1 → c 2 → a 3 → b 4 → d
- Grandpa and his friend go fishing on Sunday.
 - He enjoys playing computer games.
 - Does she eat fresh vegetables?
 - They should have three meals a day.
 - What's your favourite free time activity?

3.

a.

Vegetables Unhealthy Should
 Musn't Stomachache Because

b.

Suggested answers. (Accept any **other** correct/ plausible answers):

- I eat five vegetables a day.
- I do not like unhealthy food.
- I should eat healthy food.
- I mustn't play computer games all the time.
- I have a stomachache.
- I eat apples because they are healthy.

Unit III: Having fun in the seasons

Lesson1: The Four Seasons

Objectives: Upon completion of the lesson, the learners will be able to:

- Name the four seasons.
- Speak about/Describe different seasons with different weather conditions, common activities.

Vocabulary:

seasons / months / year / autumn / spring / summer / winter / the twelve months of the year

Grammar:

Noun + y = adjective



Let's get started

1. Learners look at the pictures and name the seasons. Then, they name the 12 months of the year.

- The teacher checks the learners' pronunciation.

2. a. Learners look at the pictures, listen and read. Then, they complete the missing letters:

b.

windy

cloudy

foggy

snowy

sunnny

- The number of the dashes corresponds to the number of letters.

- *N.B. For words ending in consonant-vowel-consonant, we must double the last consonant (foggy, sunny).*



Let's complete the rule

Adjective = Noun + y

Cloud + y = cloudy



Let's practise

1.

1. It's sunny.
2. It's cloudy
3. It's snowy
4. It's windy
5. It's rainy
6. It's foggy

2.

- ① rainy ② Winter ③ Spring ④ sunny



Let's speak

Learners work in groups of four to ask each other about their favourite seasons and the reasons they like them. They use the table to gather the information. Then, they share it with their classmates.

- Emphasize how to ask questions and the use of the linker "because".



Let's pronounce

Bicycle / Summer / September / December / ice-cream / sun /



Let's play

Winter: December – January – February (Blue)

Spring: March – April – May (Green)

Summer: June – July – August (Brown)

Autumn: September – October – November (Orange)

Lesson2: Having Fun in Spring

Objectives: Upon completion of the lesson, the learners will be able to:

- Identify the characteristics of the spring season.
- Speak about spring common activities.

Vocabulary:

sky / clear / outside / air / butterfly / next / catch / collect / next

Grammar:

will/'ll

will not / won't



Let's get started

Learners look at the picture and answer the questions.

Suggested answers. (Accept any other correct/ plausible answers):

- They are at the park.
- They are playing.
- The weather is warm and sunny.



Let's read

Comprehension questions

1. Spring
2. 1- Sun 2- trees 3- flowers 4- sky 5- butterflies 6- grass
3. Read the text and complete the paragraph.
 ① green ② air ③ butterflies



Let's complete the rule

Future

I/You/He/She/It/We/They + **will** + verb

Future words and expressions

Tomorrow /Next year/Next spring/Next month/Next week...



Let's practise

1. will be / 2. will be / 3. will go / 4. is / 5. love



Let's write

The teacher invites the learners to read the instruction. S/he draws their attention to the different parts in the writing by asking them the following questions:

- Which season are you going to write about?
- What are you going to write about on that day?
- What activities can you do?



Let's pronounce

Word with the sound /ð/ like "the"

weather / with / them / this / mother



Let's play

Make three words with the letters on each of the flowers.

Hot	Sun	Day
Got	Run	May
Not	Fun	Fat

Lesson3: Having Fun in Summer

Objectives: Upon completion of the lesson, the learners will be able to:

- Identify characteristics of the summer season.
- Speak about common summer activities.

Vocabulary:

shorts / swimsuit / beach / sandcastle

Grammar:

To be on holidays

Will/Will not + verb



Let's get started

Suggested answers. (Accept any **other** correct/ plausible answers):

Learners look at the picture and answer the questions.

- They are playing volleyball/ beach ball.
- They are flying kites. / They are swimming.
- The weather is hot and sunny.
- It's summer.



Let's read

1- Summer

2- Match with the correct answer

- In summer, the weather is **hot**.

- In summer, people go to **the beach**.

- People build sandcastles at **the beach**.

3-

Dresses

Shorts

Skirts

T-shirts

Swimsuits

4-

① hot

② holidays

③ beach



Let's complete the rule

Future

will + verb

will not/ won't + verb



Let's practise

① will

② will not

③ will

④ will not

⑤ will



Let's write

- The teacher brainstorms the learners about the email layout, the reason/s for writing it, and what they are asked to write about.



Let's pronounce

season

beach

(S) D

eat

weather

S (D)

meat

wear

S (D)

please

read

(S) D



Let's play

Picture A

The sun is **smiling**

The dog **has** a tail

Three clouds

The girl has **long** hair

The ball is **blue** and red

The boy is wearing a **red** swimsuit

Picture B

The sun is **sad**

The dog **doesn't have** a tail

Two clouds

The girl has **short** hair

The ball is **green** and red

The boy is wearing a **purple** swimsuit

Lesson 4: Having Fun in Autumn

Objectives: Upon completion of the lesson, the learners will be able to:

- Identify characteristics of the autumn season.
- Speak about common autumn activities.

Vocabulary:

warm / cold / windy / go back / meet

Grammar:

Comparative: (short) adjective + er

What's the weather like?

It's + adjective



Let's get started

Suggested answers. (Accept any **other** correct/ plausible answers):

Learners look at the pictures and answer the questions.

- They are going to school.
- The weather is cloudy / windy.
- It's autumn.



Let's read

1.

Autumn

2.

- It will be cloudy and windy.
- They will play with their kites and enjoy seeing them flying high in the sky.

3.

- FALSE
- FALSE
- FALSE



Let's complete the rule

Comparing

adj + er + than

cold + er = colder than



Let's practise

hotter / colder / warmer / slower / longer



Let's speak

Learners work in pairs to ask each other about their favourite activities during the autumn holidays. They also give the reasons why they like these activities. They follow the model below:

I like drawing trees with yellow and brown leaves because I like Art.



Let's pronounce

Autumn / who / where / castle / listen / write / Wednesday / when



Let's play

windy / warm / November / cloudy / yellow trees / October / short days

Lesson 5: Having Fun in Winter

Objectives: Upon completion of the lesson, the learners will be able to:

- Identify characteristics of the winter season.
- Speak about common winter activities.

Vocabulary:

gloves / socks / fresh air / boots / between / sweater

Grammar:

Verb + ING = Activity



Let's get started

Learners look at the picture and answer the questions.

Suggested answers. (Accept any **other** correct/ plausible answers):

- The weather is cold/ snowy.
- It's winter.
- I want to be with them because I like snow/ I don't want to be with them because I hate winter ...



Let's read

Comprehension questions

1. Winter
2.
 - a. I'm the wet season.
 - b. When I arrive, the weather becomes colder and in some places a lot of snow falls.
 - c. Plants and trees stop growing.
3.
 - ① winter
 - ② fun
 - ③ warm
 - ④ stay

4.

Sweaters	Socks	Jackets	Gloves	Hats	Boots	Coats
----------	-------	---------	--------	------	-------	-------



Let's complete the rule

Activity

Verb + ING



Let's practise

- Skiing
- Playing with snow balls
- Watching T.V



Let's write

Learners complete a post to tell their school mates why they think winter is the best season. They describe the weather in winter. They write about the activities they can do in winter, the clothes they wear and their favourite sport.



Let's pronounce

- | | | | | |
|------------------|---|------------------|-------------------------|-------------------------|
| gloves | - | mo <u>th</u> er | <input type="radio"/> S | D |
| sno <u>w</u> | - | co <u>a</u> t | <input type="radio"/> S | D |
| pl <u>a</u> y | - | h <u>a</u> t | S | <input type="radio"/> D |
| he <u>a</u> lthy | - | swe <u>a</u> ter | <input type="radio"/> S | D |
| sk <u>a</u> te | - | fa <u>m</u> ily | S | <input type="radio"/> D |

2.

Season: meat / teach / feet / please / clean /...

Play: day / say / May / grey / stay...

Cold: know / go / old / so / open / window / hello / snow...



Let's play

How many things can you find in these pictures that begin with the letter "S" like "season"?
swing / skate / swim / sofa / skiing

Progress Check 3

Reading Comprehension

1. a. The four seasons.

2.

Season	weather
Winter	wet and windy in winter but there are some sunny days
Spring	The weather is warmer than it is in winter. It sometimes rains in April but May is beautiful
Summer	very hot
Autumn	the weather gets cooler

- FALSE
 - FALSE
 - TRUE

Language

1. ① cold ② cloudy ③ brown ④ warm ⑤ singing
2. are studying will be will stay
3. autumn year Spring hot playing

Writing

1. The words:

Holidays / Summer / Colder / Rainy / Singing / Snowy

2. The sentences:

- a. Next winter, she will play with snowballs.
- b. The children are wearing winter clothes.
- c. We enjoy making sandcastles.
- d. Summer holidays are longer than winter holidays.
- e. What's the weather like today?

3. Complete the ID card of your favourite season.

Unit IV: Caring

Lesson 1: Let's help each other

Objectives: Upon completion of the lesson, the learners will be able to:

- List examples of helping others.
- Identify ways of helping others.

Vocabulary:

care / share / take care / wash the dishes / dirty / tidy / help / each other

Grammar:

Possessive adjectives



Let's get started

Suggested answers. (Accept any **other** correct/ plausible answers):

Learners look at the pictures and comment on them by answering the questions:

1. A boy/a son/a child is washing the dishes in the kitchen.
2. A man / a father is watering a plant / gardening.
3. A mother/A woman/A wife is washing the clothes.
4. Two boys and a girl / Two brothers and their sister / Three children are cleaning the living room.
→ They're **helping** in the house. They're sharing the work in the house.



Let's Listen

1.

I love my family

Grandma tells us a story.	2
My uncle helps me with my homework.	1
Dad and I walk our dog.	3
My sisters clean their room.	6
My aunt looks after her baby.	4
I give grandpa his lunch.	7
My brother washes the dirty dishes in the kitchen.	5

2. ① care ② help ③ wash ④ look after



Let's complete the rule

Possessive adjectives

I – My

You – Your

He – **His**

She – **Her**

It – Its

We – **Our**

They – **Their**



Let's practise

① your ② My ③ our ④ their ⑤ her ⑥ his



Let's speak

Learners answer the questionnaire individually. Then, they share their answers with their partners and check who is more helpful. The teacher encourages them to formulate full sentences using the appropriate adverbs of frequency.



Let's pronounce

I can hear "h" 	I can't hear "h" 
House	Where
Home	Dishes
Hopscotch	Hour
Help	School
Homework	Should
Happy	



Let's play

Clean / car / coffee / candies / cut / cup / cold

Alphabet / ache / at / age / apple / August

Run / rain / read / rabbit / red

Eye / eat / eight / eleven

Lesson 2: Sharing is caring

Objectives: Upon completion of the lesson, the learners will be able to:

- Compare places and people using the superlative.
- Write about activities one does in his/her neighbourhood.

Vocabulary:

city / come together / neighbour / to clean up / alone / poor / old / young / cross

Grammar:

The superlative= the + short adjective + est



Let's get started

Suggested answers. (Accept any **other** correct/ plausible answers):

Learners look at the pictures and answer the questions:

1. They are neighbours/two families.

They're visiting their neighbours.

They're giving each other presents. / They're sharing their meal with their neighbours.

2. They are neighbours/friends.

They're in the garden.

One is giving apples from her garden to her neighbour.

3. They're a brother and a sister/two friends

The boy eats the cake; he doesn't want to give to his sister.

So, he doesn't want to share.



Let's read

1. b- an email
2. Sender (the teacher explains the words sender and receiver using the structure verb + er)

Name	Country	Lives in
Mitaako	Rwanda	Kigali

Receiver

Name	Country
Aly	Tunisia

3. a- (to) clean up their city b- Mrs. Neza helps Mr. Ngabo to go to the hospital
c- I help them with their homework



Let's complete the rule

The superlative

the + short adj + est

the + clean + est = the cleanest



Let's practise

- ② the largest ③ the hottest ④ the coldest ⑤ the nicest ⑥ the tallest
⑦ the smartest ⑧ the shortest



Let's write

- The teacher brainstorms the email layout (the salutation, the closing, the sender and the receiver.)
- The learners write the email. They can imitate the email in the reading.



Let's pronounce

- about
- man



Let's play : Boardgame

Throw the dice, read the sentence, describe the picture.

How to play it:

1. Learners take turns rolling the dice.
2. The learner's/s' dice land/s on a space.
3. If the dice lands on a sentence, the learner reads it.
4. If the dice lands on a picture, the learner describes it.

Lesson 3: We are stronger together

Objectives: Upon completion of the lesson, the learners will be able to:

- Describe five jobs.
- Speak about ways of helping others.

Vocabulary:

village / job / agree / work / say / sick / learn / dice / builder / carpenter / farmer / gamer / participate / competition

Grammar:

Verb + er = Noun



Let's get started

Suggested answers. (Accept any **other** correct/ plausible answers)

The learners look at the pictures and answer the questions. Samples of answers can be:

- They're friends/brothers/classmates/neighbours.
- They're helping each other. The one in blue is helping his friend walk.
- The three boys are helping each other to put the boxes in their places...



Let's read

Comprehension questions:

1.

Who?	What he/ she does?
Farmer	Grows fruits and vegetables
Carpenter	makes furniture
Builder	builds houses and schools.
Teacher	Teaches pupils.

2.

important

- Source of the text: Adapted from Disagreement Among Occupations

FREE KIDS BOOKS <https://www.freekidsbooks.org>



Let's complete the rule

Verb + er = Noun

Example: farm + er = farmer



Let's practise

b- builder c- teacher d- baker e- driver f- players g- gamer



Let's speak

- Individually, the learners choose one of the jobs in the table
- Learners gather in groups of four, each group member says why s/he chooses this job, tells his/her classmates how s/he helps people through this job.

N.B. not all jobs are formed as verb + er



Let's pronounce

can – think – work – clever – correct – baker – doctor – sick



Let's play :

- doctor - picture 5
- teacher - picture 6
- mother / housewife - picture 2
- butcher - picture 3
- football player - picture 4
- farmer - picture 1

Lesson 4: Caring for my school

Objectives: Upon completion of the lesson, the learners will be able to:

- Tell ways to care for their school.
- Write a classroom charter.

Vocabulary:

clean / collect / tidy-up / mop / blackboard / finish / walk in / floor

Grammar:

Future (affirmative/negative)



Let's get started

1. desks 2. walls 3. floor 4. plants 5. classroom 6. basket

- Individually, learners complete the bubbles with the appropriate words from the box. Then, they share their answers with their classmates.



Let's Listen

Tape script: Headmaster announcement

Dear learners! Next weekend, we will clean our school. All the learners must help in the tidy-up activities. Everyone must help. No time for games. No time for play this weekend. Charlie will collect the waste. Shirly will wash the classroom windows. Chad will arrange the chairs and tables. Sarah and her friends will mop the floor. All the children must work together to make the classroom look nice and clean. Shane will always clean the blackboard, when the teacher finishes the lesson and before the other teacher walks in.

At the same time, Tom and a group of five boys and girls will make the garden look clean and beautiful. They will plant it and water the plants.

Comprehension questions:

1. a- Let's clean the school
2. a- False b- True c- False
- 3.

Name	Charlie	Shirly	Shane	Chad	Sarah	Tom
Activity	Collect the waste	Wash the classroom windows	Clean the blackboard	arrange the chairs and tables	Mop the floor	Make the garden look clean and beautiful

Complete the sentence:

Caring for the school is the responsibility of
c. all the students



Let's complete the rule

Future

will + verb

Negative

Will not / won't + verb



Let's practise

- ① will ② will ③ will ④ will not ⑤ will ⑥ will not ⑦ will



Let's write

- The teacher provides the learners with flip chart papers to write their 5 rules to keep their classroom clean.



Let's pronounce

Learners repeat the tongue twisters individually to practise the pronunciation of the /j/ and /tj/ sounds.



Let's play :

Teacher – Shoes – Ship – Chair – Beach – Kitchen – Brush – Fishing – Dish – Watch

Lesson 5: Caring for my pet

Objectives: Upon completion of the lesson, the learners will be able to:

- Name six pets.
- Talk about how to take care of pets.

Vocabulary: take care of / vet / sick / twice / give / hit

Grammar: Imperative
Prohibition



Let's get started

Dog – Rabbit – Fish – Tortoise [tɔ:təs] – Cat – Bird

(The teacher uses the Year 4 audio )



Let's read

Comprehension questions:

1. b – c – d – f – h
2. ① walk ② twice ③ doghouse ④ vet



Let's complete the rule

The imperative

Close the door.

Prohibition

Don't + verb

- **Imperative:** We use imperative sentences to give **orders, commands**, and general instructions.

- **Prohibition:** We use prohibition for:

- Telling somebody that something is not allowed.
- Reporting on an existing rule.
- Expressing danger/risk.



Let's practise

- ① Don't play ② Be ③ Brush ④ Read ⑤ Don't play ⑥ Be ⑦ Eat



Let's write

- The learners write a note to tell their classmates how they take care of their pets.
(Dos / don'ts)



Let's pronounce

Day	Why
a. May	f. Cry
b. Say	g. July
c. They	h. Buy
d. Grey	i. Dry
e. Play	j. Tie
	k. Fly



Let's play :

d	o	g	c	f	i	s	h
b	p	l	a	y	a	d	m
r	r	j	u	l	y	a	a
u	s	n	o	w	y	y	y
s	a	n	i	m	a	l	s
h	p	i	c	n	i	c	i
w	a	l	k	n	b	h	t
g	o	o	d	h	u	i	o
c	o	l	d	i	t	t	g

Progress Check 4

Comprehension questions:

- b. Two friends caring for each other.
- FALSE
TRUE
FALSE
- a. → 1
b. → 3

Language

- Put the verbs in parentheses in the future (affirmative or negative form).
① won't/will not have ② 'll/will go ③ 'll/will take ④ will not/won't come
⑤ 'll/will stay ⑥ 'll/will visit
- Complete with the correct word from the box.
① grandparents' ② neighbours ③ together ④ rainy ⑤ come

Writing

- The words:
a. Caring b. sick c. learn d. blackboard e. mop
- The missing letters.
Friend – Healthy – Playground – Garden – Fish – Mother – Clean – Afternoon

3. Read the information below and write a paragraph to introduce the pet.

The teacher should focus on the sentence structure, punctuation, and the use of adjectives. Encourage the learners to be creative by enriching the paragraph with further appropriate information.

N.B. Draw the attention of the learners to the use of the personal pronouns **he / she** and possessive adjectives **his / her** with pets.

Unit V: Celebrations

Lesson1: Children's Day

Objectives: Upon completion of the lesson, the learners will be able to:

- Speak about Children's Day.
- Identify five children's rights.

Vocabulary:

right / education / life / clothing / health / celebrate

Grammar:

Have the right to + something



Let's get started

Look at the picture. Answer the questions.

They are children from different countries/ from many countries/ from all over the world

d / ' s / h / n / C / l / e / r / i /

Children's

a / D / y /

Day

N.B. The letters "C" and "D" are capitalized.

- In Tunisia, we celebrate it on January, 11.

(The teacher seizes the opportunity to check learners' use of dates.)

- We celebrate it once a year/one time a year/yearly.

- Children celebrate it at school with their teacher.



Let's speak

Label the pictures with the correct rights.

The teacher introduces the word "right" and explains it with examples or in reference to other subjects such as French, Civic Education in which the concept has already been introduced to the learners.



Let's complete the rule

I / You / We / They + have the right + to
He / She / It + has the right + to



Let's practise

a. As a child, I have the right to.....

As a child, I have the right to health.

As a child, I have the right to education / going to school.

As a child, I have the right to life.

As a child, I have the right to clothing and home.

As a child, I have the right to a name.

As a child, I have the right to play.

As a child, I have the right to love and care.

The teacher provides the learners with one or two examples. Then, the learners carry on with the other pictures. S/he consolidates the structure: subject pronoun + have / has the right + to...

The teacher ensures that all the group members interact with each other and collaborate to complete the sentences, that every group member has his/her say within the group.

b. It's Children's Day. Complete the bubble.

I like Children's Day because **we celebrate it at school, and have fun with our teachers.**

My favourite activities on Children's Day are:

- drawing lovely pictures

- singing nice songs

- playing games ...

The teacher encourages the learners to go beyond the lists of words provided.



Let's pronounce

Listen, say. Cross the different word.

life – right – sick – child

love – colour – father – fuunny

eat – great – celebrate – classmate



Let's play :

Word wheel

The words are: 1- care, 2- life, 3- home, 4- name

Lesson 2: Mother's Day

Objectives: Upon completion of the lesson, the learners will be able to:

- Speak about Mother's Day.
- Describe Mother's Day activities.
- Narrate past events.

Vocabulary:

perfume / give / handbag / cute / necklace / surprised

Grammar:

Simple past (affirmative form)



Let's get started

Look at the picture. Answer the questions.

Suggested answers. (Accept any other correct/ plausible answers)

- The boy is giving a present / gift to his mum.
- It's her birthday / It's Mother's Day...



Let's Listen

Tapescript:

- Hello Sam!
- Hi Andy! How are you doing?
- I'm good! And you?
- I'm fine, too.
- What did you get your mom yesterday?
- I bought her a beautiful handbag and a cute card.
- What did you write on it?
- I wrote "Happy Mother's Day! You are the best mum in the world" What about you? What did you get for your mum?
- My dad and I bought her a gold necklace and a perfume. We also prepared a delicious dinner and a vanilla cake. We had a nice party with the whole family in the garden. Mum was very surprised and she was so happy. She loved the presents and the party.
- Wow, that's great! Did you get her a card too?
- Yes, I did and I wrote "I love you mum. I wish you a happy Mother's Day"

Comprehension questions:

1- c- two friends.

- 2-  Think  Pair  Share

Write the words from the text under the pictures.

Necklace

Perfume

Handbag

Card

Party

- 3- False
True
False

The teacher should motivate the learners to listen to answer the questions. Then, listen another time to check their answers.

Infinitive	Simple past
buy	bought
write	wrote
prepare	prepared
do	did
have	had
be	was / were
love	loved



Let's complete the rule

Yesterday / last week / four days ago + verb in the past



Let's practise

1. had
2. wrote
3. bought
4. helped
5. prepared



Let's write

- The teacher draws the attention of the learners to the type of text they are requested to write, and to the four parts that must figure in their productions.



Let's pronounce

Group1: now / brown / House / Mouse / Cow / How

Group2: enjoy / Joy / Boy / Toy



Let's play :

perfume – necklace – present – handbag – surprise – decorate – happy

Lesson 3: Happy New Year

Objectives: Upon completion of the lesson, the learners will be able to:

- List New Year's party activities.
- Write about New Year's party.

Vocabulary:

hug / snacks / crackers / blow up / put on / midnight / wait for

Grammar:

Simple past



Let's get started

Look at the picture. Answer the questions

- They are celebrating / They are having fun / They are having a party. It's the New Year.
- Yes, there's a mistake (in the order of the letters in the word "year").

The correct sentence is "Happy New Year".

The teacher should ask the learners to spell the word, pronouncing the letters in English.

- They are celebrating the New Year.



Let's read

Comprehension questions

1.

c- At home.

2. **Underline the correct sentence:**

- The father put many colourful balloons in the living-room.

- In the kitchen, the mother made snacks and a cake.

- At 12 pm, the family did the countdown.

3. Complete the paragraph with words from the text:

① funny hats ② midnight ③ hugged ④ wished

- The Text is adapted from

https://www.youtube.com/watch?v=xGf69Dpw3vc&ab_channel=SHORTSTORIES

Infinitive	Simple past
blow up	Blew up
drink	drank
eat	ate
wait	waited
put	put
wish	wished
make	made
say	said
ask	asked
laugh	laughed
talk	talked
count	counted
hug	hugged
want	wanted



Let's practise

1. Choose the correct verb to complete the dialogue.

① put ② drank ③ blew up ④ ate ⑤ came ⑥ had ⑦ danced



Let's write

The teacher starts with a brainstorming activity in which s/he asks about the type of text to produce, the sender, the receiver and the layout. S/he refreshes the learners' memories about the activities that they can do when celebrating New Year's Eve. It would be beneficial to display a picture of a family celebrating New Year's Eve to help those learners who don't celebrate it in their families come out with ideas to write in their mails.



Let's pronounce

Face – day – say – play – wait



Let's play :

Happy New Year

Lesson 4: Teacher's Day

Objectives: Upon completion of the lesson, the learners will be able to:

- Name items needed for a party.
- Talk about party preparations.

Vocabulary:

kids / decorate / forget / don't worry / surprise

Grammar:

Simple past



Let's get started

Look at the picture. Answer the questions.

Suggested answers. (Accept any **other** correct/ plausible answers)

- A pupil and a teacher / a mother and her daughter. May be she is a teacher because she is in a classroom.
- The pupil is giving flowers to the teacher.
- Can you guess the occasion? Let's listen and discover.



Let's Listen

Tapescript

- The headmaster: "Good morning everyone! What are you doing kids?"
- Jane: "Good morning, Sir. Today is Teacher's Day and we decided to plan a surprise party for Mr. Dave Williams, our English teacher."
- The headmaster: "Oh excellent! What did you prepare?"
- Tom: "I baked a lemon cake."
- Alice: "I drew a nice card, and I wrote the message "We love you, teacher. You are the best teacher in the world!"
- Sarah: "I am going to play the violin for the party."
- Olivia: "I decorated the classroom with flowers and balloons."
- Justin: "Paul, Emmy, Faith and I prepared a beautiful song."
- The headmaster: "Well done kids! Oh, I can't see the drinks. Did you forget them?"
- The children: "Oh no! We forgot the drinks! What are we going to do?"
- The headmaster: "Don't worry! I will buy some juice."

Comprehension questions

1. teacher.

2.

A	B	C
a- Tom	1- will play the violin.	a + 3
b- Sarah	2- decorated the classroom with balloons.	b + 1
c- Olivia	3- baked a lemon cake.	c + 2
	4- drew a card and wrote a message.	

3. - Yes, he did / Yes, the headmaster / he helped in the party preparations.
- He bought the juice.



Let's practise

bought bake came play wrote



Let's speak

- Ask one of the learners to read the instruction.
- Check the learners' understanding of the instruction.
- Once the task is clear for all the learners, divide the class into groups of three.
- Move around to check and ensure learners stay on task.
- Guide them to identify ground rules for successful collaboration (respecting differences, critiquing ideas not classmates, accepting different ideas, listening and responding to group members, not interrupting other group members when they speak, etc.). If the learners cannot identify those ground rules, introduce them.



Let's pronounce

played – baked – asked – waited – talked – counted – hugged – wanted – decorated
– prepared – danced – lived

/t/
bak <u>ed</u>
ask <u>ed</u>
talk <u>ed</u>
danc <u>ed</u>

/d/
hugg <u>ed</u>
play <u>ed</u>
prepar <u>ed</u>
liv <u>ed</u>

/id/
wait <u>ed</u>
count <u>ed</u>
want <u>ed</u>
decorat <u>ed</u>

Lesson 5: End of school year party

Objectives: Upon completion of the lesson, the learners will be able to:

- Describe a party.
- Talk about a school party.

Vocabulary:

toothache / clown / to miss / gift / wish / doughnut / show / magic

Grammar:

Simple past



Let's get started

Look at the picture. Answer the questions.

Suggested answers. (Accept any **other** correct/ plausible answers)

- They are/ The children are (at school) in their/the classroom.
- They are having fun / They're celebrating the end of the school year.



Let's read

Comprehension questions

1. - End of school year party.
2.
 - a- False
 - b -True
 - c- True
 - d- False
3. He feels sad.



Let's practise

came – bought – thanked – had – played – went – ate



Let's speak

Suggested answers. (Accept any **other** correct/ plausible answers)

Role play:

- **How was the party? Did you like it?**
 - It was great! I loved it.
- **Who came to the party?**
 - Many people came to the party: teachers, the headmaster, pupils, and parents.
- **Did you have food and drinks at the party?**
 - Yes, we all had food and drinks at the party.
- **What did you and your classmates do at the party?**
 - We enjoyed ourselves, we sang, we danced and we played many games.
- **Which games did you play?**

- We played many games: hide and seek, hopscotch and skipping rope.
- **Did you get some presents?**
- Yes, we all got presents from parents and friends.
- **What were they?**
- They were puzzle games, short stories, ...



Let's pronounce

Listen, say and match the words with the same underlined sounds.

sch <u>oo</u> l	→	se <u>a</u> t
m <u>ee</u> t	→	F <u>oo</u> d
<u>u</u> p	→	D <u>oo</u> r
t <u>a</u> lk	→	C <u>u</u> t



Let's play :

The message: Special thanks to all teachers

Progress Check 5

Reading Comprehension

1. blog posts
- 2.

Name	Country	Children's Day date
Pedro	Mexico	April 30
Samy	Tunisia	January 11
Karina	Poland	June 1

3.
 - a. He receives presents.
 - b. They get their faces painted.
 - c. They go on picnics.

Language

1.
 - ① enjoyed
 - ② together
 - ③ with
 - ④ happy
2.

buy / year / cards / prepare
3.
 - ① Surprised
 - ② Clown
 - ③ Crackers
 - ④ Gifts

Writing

1.

- a. Students prepare a special present for their favourite teacher.
- b. The family enjoyed the birthday party.
- c. In my school, students love their geography teacher. /Students love their geography teacher in my school.
- d. We celebrate Mother's Day on Sunday.
- The teacher reminds the learners that they must start their sentences with a capital letter.

2.

1 → c / 2 → d / 3 → a

3.

Learners write any message to express their love to their mothers.

Unit VI: Going Shopping

Lesson 1: Shops in my Town

Objectives: Upon completion of the lesson, the learners will be able to:

- Name the different shops in the town.
- Identify seven goods in the shops.
- Locate shops on a map.

Vocabulary:

cheap / offer / instrument / jewellery / shopping / ring / necklace / off / sale / gold / silver

Grammar:

Prepositions – simple past



Let's get started

A class activity where learners answer a series of four questions with reference to the picture:

Suggested answers. (Accept any **other** correct/ plausible answers)

- They're a family/ they're a father, a mother and their / two children, ...
- They're at the supermarket.
- They're buying goods.
- They're buying bread, juice, milk, ...



Let's check

1.

① Shoe ② Music ③ Clothes ④ Coffee ⑤ Jewellery ⑥ Toy

2.

① Clothes ② coffee ③ music ④ jewellery ⑤ sneakers



Let's complete the rule

Simple past

Last week, last month, five weeks ago,
etc.



Let's practise

are – went – bought – wanted – said – got – will love



Think



Pair



Share

behind – on – next to – on – between – in front of – on

This technique gives learners the opportunity to write their answers to the questions. Then, they engage in meaningful conversation with their partners, before sharing with the whole class. Going through these stages helps learners build confidence, encourages greater participation, and results in more thoughtful discussions/exchanges.



Let's pronounce

/ai/

rice – kite – sometimes – child – surprised – night

/i/

fit – children – chips – listen – list – sick



Let's play :

violin – offer – jewellery – clothes – sneakers

Lesson 2: At the Market

Objectives: Upon completion of the lesson, the learners will be able to:

- Identify words related to different shops in the market.
- Ask and answer questions about the price of goods.
- Enact a conversation in a shop.

Vocabulary:

Would like / croissant / meat / pound / customer / sell / buy

Grammar:

How much is it?

It is.../It's...

Simple past



Let's get started

Learners focus on the picture to answer the questions:

Suggested answers. (Accept any other correct/ plausible answers)

- There are nine people.
- They are at the market.
- There are shopkeepers and (there are) customers.
- They / the customers are buying fruits and vegetables.



Let's Listen

Tapescript

- Good mornng.
- Good morning. How can I help you?
- I'd like four loaves of bread, 3 chocolate croissants.
- Sorry, how many chocolate croissants?
- Three, please.
- Here you are. Anything else?
- Yes, please. Two doughnuts, please.
- Is that all?
- Yes, that's all. How much are they?
- So, 4 loaves of bread, 3 chocolate croissants, two doughnuts... they're 10 Dinars.
- Here you are. Thank you. Have a nice day.
- Thank you. Goodbye.

Comprehension questions

1. a- bakery
2. bread – bakery – chocolate croissants – doughnuts
- 3.

Bakery	Butcher's	Grocery shop
Bread Cookies Croissant	Meat	Tomatoes Potatoes Apples Carrots Pepper



Let's complete the rule

Ask about the price

How much is it?

It is 10 Dinars. / It's 35 Dinars.



Let's practise

- ① How much is the cheese?
- ② How much are the eggs?
- ③ Where's the bread?



Let's speak

- Pair up the learners, give them time to interact to choose one of the lists.
- Each learner performs one of the roles: shopkeeper or customer.
- Refer the learners to the listening to help them ask questions. Also, remind them that they should start with greeting the shopkeeper.
- Learners enact the role play.



Let's pronounce

/t/

Helped – thanked –
shopped

/d/

answered – arrived – closed – loved –
prepared – studied – tried

/id/

counted – hated – invited –
started – wanted – visited



Let's play :

This is a themed memory game that offers a further opportunity to consolidate vocabulary items dealt with in the lesson.

Lesson 3: At the Toy Shop

Objectives: Upon completion of the lesson, the learners will be able to:

- Name six toys.
- Express preferences.

Vocabulary: prize / race / present / win / choose / fan / join

Grammar: Simple past



Let's get started

- The toys: ball – jump rope – doll – dominoes – kite – teddy bear
- Learners name their favourite toy/s and when they play with them.
- An occasion for consolidating the names of the toys.



Let's read

Comprehension questions

1. friends
2. Matt → an electronic game
Ned → a puzzle
3. a. race b. puzzle c. prize d. electronic game
4. The children will go to the party at 6 o'clock.
- The teacher brainstorms the layout of an email.



Let's practise

was / visited / saw / had / went / ate / drank / stayed / helped



Let's write

- The teacher starts with a class speaking activity to answer the questions:
 - Who is going to write the email?
 - Who is going to receive/read the email?
 - Why are you going to write the email?
 - What are you going to speak about in your email?
 - What are you going to start your email with?
 - What are you going to close your mail with?
- Learners work individually to write the email to Leo.



Let's pronounce

Buy → Nice / Came → Break / Fan → Had / Won → Fun / Toy → Boy



Let's play :

- An opportunity for learners to review the names of toys.

Lesson 4: At the Clothes Shop

Objectives: Upon completion of the lesson, the learners will be able to:

- Name clothes items.
- Enact shopping conversations.

Vocabulary:

find / tie / present / blazer / vest / sweater / try on clothes / fitting room

Grammar:

Simple past

Numbers



Let's get started

1. Hat / 2. Blazer / 3. Sweater / 4. Skirt / 5. Shoes / 6. T-shirt
7. Socks / 8. Tie / 9. Shorts / 10. Shirt / 11. Dress / 12. Trousers

- Individually, the learners label the pictures. Then, in pairs, they interact orally to consolidate numbers and names of clothes items.



Let's Listen

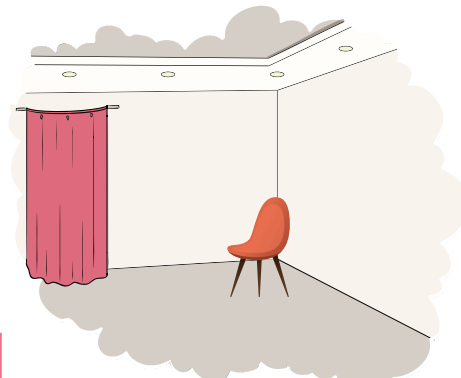
Tapescript

- Good morning.
- Good morning. Can I help you?
- I am looking for winter clothes because I will travel to Canada next week.
- All right, you will find them at the left side of the shop right behind the jeans.
- ...
- Ok, I'd like to have these blue trousers. These 3 sweaters: the green, the brown and the white, four pairs of red socks and a black coat, please.
- What size?
- Medium size, please.
- Here you go. Would you like to try them on?
- Yes please. Where is the fitting room?
- It's over there in the left corner.
- Ok, thank you
- ...
- Ok, they are the right size. I will take them. How much is it?
- 60 dinars for the trousers, 150 dinars for the sweaters, 10 dinars for the socks and 90 dinars for the coat. That makes 310 dinars.
- Ok, here you go.
- Thank you.
- Thank you. Goodbye!



The shop is **on** the corner

The ball is on the corner.



The chair is **in** the corner.

The ball is in the corner.

We use **in** when the corner is inside, and **on** when the corner is outside.

Comprehension questions

- | | |
|-------------------------------|---------------------------------------|
| How many speakers are there? | Where are they? |
| There are two speakers | They are at the clothes shop . |
- 1- Trousers(blue) 4- Coat (black) 5- Socks (red) 6- Sweater (1 green – 1 brown - 1 white)
- try clothes on
-

Clothes	Price
Socks	10 dinars
Coat	90 dinars
Sweaters	150 dinars
Trousers	60 dinars



Let's complete the rule

100 = a hundred
 200 = two hundred
 300 = three hundred
 400 = **four hundred**
 500 = five hundred
 600 = **six hundred**
 900 = nine hundred
 468 = four hundred and sixty eight



Let's practise

Two hundred and fifty – Four hundred and fifty six – Eight hundred and twenty



Let's write

- Based on the pictures, learners complete the bubbles with the utterances of the shopkeeper and the customer.
- The listening may serve as a model for them



Let's pronounce

/ʒ/

garage – usually

/dʒ/

Jump – enjoy – fridge – jeans – jacket – jewellery



Let's play :

Clothes shop: jacket – trousers – socks – shirt – dress – scarf

Toy shop: kite – ball – electronic game – doll

Grocery: butter – eggs – sugar – flour – milk – pasta

Lesson 5: At the Mall

Objectives: Upon completion of the lesson, the learners will be able to:

- Identify different shops in the mall.
- Describe a shopping day.

Vocabulary:

Try on / fit / suit / mall / perfume

Grammar:

Simple past



Let's get started

6 - 1 - 7 - 3 - 2 - 4 - 8 - 5

- The teacher allows some time for the learners to match pictures with the corresponding names of shops.



Let's read

Comprehension questions

1. **b.** A birthday party
2. **a.** A yellow skirt and a pink shirt.
b. A blue suit and a red tie.
3. ① mall ② clothes ③ perfume



Let's practise



Think



Pair



Share

live – enjoys – went – visited – bought – chose – found



Let's write

- The teacher starts with a brainstorming activity aiming at reminding the learners of the email layout and its different parts.



Let's pronounce

/ʃ/

Sheep – ship – shoulder – brushs – shower

/tʃ/

Cheap – chair – match – beachch



Let's play :

Shopping board game

How to play it:

1. Learners take turns rolling the dice
2. The learner's dice lands on a space
3. The learner names the shop and 3 items we buy from there.
4. While one player is naming the shop and the 3 items s/he buys from there, the other players listen carefully because they have to remember his/her responses so as not to repeat them.

Progress Check 6

Reading Comprehension

1.

b. At the mall.

2.

At Phoenix mall, people can shop, watch movies, play games, and eat delicious meals.

3.

FALSE

TRUE

FALSE

- The text is adapted from: <https://www.studymumbai.com/essay-on-shopping-mall/>

Language

1.

a. Audio: the bicycle is 199 dinars, the school bag is 150 dinars, the doll is 75 dinars, the coat is 250 dinars, the trainers are 120 dinars, the teddy bear is 45 dinars

b. One hundred and ninety nine – one hundred and fifty – seventy five – two hundred and fifty – one hundred and twenty – forty five

2.

went – wanted – gave – was – took – paid

3.

- a. Tie b. Try on c. Choose d. Suit e. Ring f. Necklace

Writing

1.

- a. What would you like to buy?
b. My mother loves jewellery.
c. She tried the dress on before buying it.
d. Linda's favourite skirt is the pink one.

2.

1 → d 2 → a 3 → c 4 → e 5 → f 6 → b

Project Idea

Simulation: Learners bring in real goods or miniature goods of their choice: clothes/food/toys/jewellery, They set up their favourite shops and then use the objects to enact dialogues.

Unit VII: Around the World

Lesson 1: Let's travel to...

Objectives: Upon completion of the lesson, the learners will be able to:

- Identify the four cardinal directions.
- Express preferences.
- Write a descriptive paragraph about a town.

Vocabulary:

world / country / travel / east / west / south / north

Grammar:

Making suggestions



Let's get started

Learners refer to the map to answer the questions. Then, they point to Africa on the map. Afterwards, they point to Tunisia on the map.

Suggested answers. (Accept any **other** correct/ plausible answers)

- I am from Tunisia/ Tunis/ Gabes /...
- The name of my country is Tunisia/ It's Tunisia / Tunisia
- It's in Africa./ Tunisia is in Africa.

Asia	Africa	America	Europe	Oceania
Mongolia Japan Singapore	Tunisia Nigeria Morocco Sudan	USA Mexico Canada	France	Australia



Let's speak

1.

Jane	→	2
Jim	→	1
Chris	→	4
Susy	→	5
Emma	→	3



Think



Pair



Share

- Ask the learners to read the bubbles and number them in the order they think they would like to visit them.
- Make it clear that there are no correct answers, and that the activity is based on their personal choices.
- The teacher demonstrates the activity by giving an example, e.g. I'd like to visit Zambia first because I want to see Victoria falls.
- Learners compare and explain their choices in pairs.
- Ask different pairs to take turns to report back on their choices and explain the reason(s) for them.

2.

① south ② north ③ east ④ west



Let's complete the rule

Making suggestions:

Let's + verb

How about + verb + ing?

What about + verb + ing?



Let's practise

- 1- Let's
- 2- What about / How about
- 3- how about / what about
- 4- Let's
- 5- Let's
 - What about / How about



Let's write

The learners go through the different steps indicated in the *Student Book*. They:

- read the topic,
- break into groups of 4, name the towns they visited and things they liked there,
- individually, write their paragraphs,
- exchange their productions with their partners and use the checklist to peer review them.

Checklists accustom young learners to follow steps. They serve as a pathway to accomplish the complex task of peer evaluation. Hence, before they set about completing the checklists, the teacher asks the learners to read them to check their understanding.



Let's pronounce

<u>K</u> nife
Know
knee
knock

<u>K</u> angaroo
kite
Kilo
Kitchen
key



Let's play :

A	C	T	F	L	J
Algeria	Croatia	Tanzania	France	Liberia	Jamaica
Armenia	Canada	Turkey	Finland	Libya	Japan
Argentina	Cameroun	Thailand	Fiji	Liechtenstein	Jordan
Angola	Cambodia	Togo		Lithuania	
Afghanistan	Chad	Tunisia...		Luxembourg	
Australia	Chile			Lebanon ...	
Austria...	China...				

Lesson 2: Greetings around the world

Objectives: Upon completion of the lesson, the learners will be able to:

- Identify four ways of greeting.
- Describe people and their ways of greeting.

Vocabulary:

greet / cheek / kiss / each other / shake hands / use / think / bow (verb) / touch

Function:

Articles: the / a / an



Let's get started

Learners look at the picture and answer the question.

Suggested answers. (Accept any **other** correct/ plausible answers)

- They are saying hi!/ hello!
- They are kissing each other.
- They are hugging each other.
- They are greeting each other.



Let's read

1. Greetings
2. a. TRUE
b. FALSE
c. TRUE

3.

- a. In Qatar, Yemen and UAE men usually touch noses to say hello.
- b. In many countries, people greet each other with a handshake.
- c. An Indian, a Cambodian, and a Japanese usually bow [baʊ] to greet people.

N.B. The text offers an opportunity to teach intercultural competence (Intercultural competence is respect for and appreciation of other cultures, the ability to function effectively across cultures, understanding of other people's behaviours, cultural customs and ways of living regardless of how strange they may appear) in an age appropriate way.

- The text is adapted from:

<https://www.afar.com/magazine/beyond-the-handshake-how-people-greet-eachother-around-the-world>



Let's practise

- a. the b. a c. the / the d. an e. the / a f. an



Let's speak

- Start with checking the understanding of the instruction.
- Form the groups.
- Encourage the learners to discuss to reach an agreement on the picture they choose. (Here the teacher seizes the opportunity to focus on accepting others' choices, active listening, decision-making "what choice to adopt as a group").
- Jot down ideas coming from all group members.
- Narrow down their lists.
- Develop the selected ideas into complete sentences.
- Appoint different group members to report the group's answers to the class.



Let's pronounce

/s/

books – cats – cups – students

/z/

cars – bags – stars – friends – greetings



Let's play

Learners work individually to find as many words as possible. Then, they share their findings with their partners.

h	i	l	b	o	w
e	g	r	e	e	t
c	h	e	e	k	a
r	s	h	a	k	e
n	k	i	s	s	i
h	a	n	d	s	n
g	h	e	l	l	o

The teacher invites learners to:

- share their answers with their classmates.
- Highlight the words on their grids.
- Try to spot the word in question.

Traveling is **learning**.

Project idea

A second project idea could be asking learners to talk about/present the different greetings in Tunisia: Young people vs. older people (their parents, their grandparents...), number of kisses across the different parts of the country, how learners greet their parents when they get home or how they say goodbye when leaving home in the morning, etc.

N.B. This project idea helps further individualize the learning and raises learners' awareness to local (inter)cultural practices of Self and Other.

Lesson 3: I prefer to travel by...

Objectives: Upon completion of the lesson, the learners will be able to:

- Identify different means of transport.
- Express preferences.
- Write about a family trip.

Vocabulary:

spend / surprise / fast / slow / prefer

Function:

Comparative

Prefer + to + verb

Prefer + verb + ING



Let's get started

- Based on the pictures and the word cloud, learners complete with the appropriate name of each means of transport:

Plane / Bus / Bike / Ship / Train / Car

- They have a short conversation about their favourite means of transport when they travel (the objective here is to use the structure: I prefer to travel by.....)



Let's Listen

Tapescript:

Dad: Hi kids! Guess what?

Samy: What?

Dad: We are going to spend our holidays on an island in the south of Tunisia.

Nadia: Do you mean we are going to Djerba?

Dad: That's right! I bought our bus tickets this morning.

Samy: Djerba is a nice place; but I prefer travelling by train than by bus.

Dad: But, you know, there is no train service to Djerba. Next year, we will go on holidays to Sousse and we will travel by train. It's a promise.

Nadia: Let's go to Djerba by bus. But what about travelling back home by plane? It is faster and more comfortable than the bus.

Samy: That's a good idea!

Dad: I agree. Let's get ready for the trip, then!

Nadia and Samy: Thank you dad for this wonderful surprise!

Listening comprehension

2. Plane and bus.

3.

a. FALSE

b. TRUE

c. FALSE



Let's complete the rule

Travel + **by** + means of transport

e.g. to travel **by** plane

Travel + **to** + place

e.g. to travel **to** Italy.



Let's practise

1. to

2. walking

3. by

4. The



Let's write

Start with a short activity about:

- the type of text to be produced,
- the sender,
- the receiver,
- the layout and
- the parts to write about.



Let's pronounce

Listen, say and circle **S**imilar or **D**ifferent.

F <u>i</u> rst	G <u>i</u> rl	(S)	D
Th <u>i</u> rd	Sh <u>i</u> p	S	(D)
Sh <u>i</u> rt	Dir <u>t</u> y	(S)	D
D <u>i</u> d	F <u>i</u> t	(S)	D
Sk <u>i</u> rt	S <u>i</u> t	S	(D)



Let's play :

- 1- Taxi
- 2- Car
- 3- Ship
- 4- Train
- 5- Bike
- 6- Bus
- 7- plane

Lesson 4: Monuments in the world

Objectives: Upon completion of the lesson, the learners will be able to :

- Identify five monuments in the World.
- Name and describe famous monuments in the World.

Vocabulary :

monument / amphitheatre / famous / build (built) / old ≠ new / start ≠ finish

Function:

Comparative

The superlative



Let's get started



Audio: the pyramids / the Eiffel Tower / Eljem amphitheatre / the Great Wall of China / Big Ben

- The teacher displays flashcards of the monuments and names them.
- Learners point to the monument as they listen to its name in the audio.
- They match each monument with its corresponding flag:

- 1 → c
- 2 → e
- 3 → a
- 4 → b
- 5 → d



Let's read

1.

Monument	Country	Town	Date of building
The pyramids	Egypt	Giza	–
El Jem amphitheatre	Tunisia	Mahdia	238
The Eiffel Tower	France	Paris	1889
Big Ben	England	London	1859
The Great Wall of China	China	–	–

2.

① Eiffel ② France ③ Great ④ Big Ben

N.B. The monuments take capital letters.

The teacher applies the Jigsaw reading technique:

- Prepare copies of the texts,
- Divide the class into 5 groups, one for each text,
- Each group read silently their text and answer the questions related to it.
- Explain that each group is responsible for reading only one text and completing the table with answers that are related to their assigned text.
- Give the learners time to work in their groups: to read, exchange ideas and answer the questions.
- Members of the group share their answers with the whole class.
- By the end of the activity, all of the learners get the information stated in all the texts. To check this, all the learners complete the gapped paragraph (Question N° 2).



Let's complete the rule

The superlative
the + adjective + est



Let's practise

1. shortest 2. smallest 3. longest 4. highest



Let's speak

- Individually, learners choose one of the monuments in the table.
- They use the information in the table and present the monument to their classmates.
- Follow the model provided for them.



Let's pronounce

/i/

study – sunny – funny – puppy – cloudy
– country – family – many – very

/ai/

try – fly – my – sky – why – July



Let's play :

- The learners surf the Net to collect information about the monuments provided in the pictures.
- The teacher can ask the learners to choose just three or four monuments.
- Searching for information about the monuments should be assigned as homework.
- The presentation takes place in class.
- Basic information about the monuments: where, when, short description.

Lesson 5: Customs and habits

Objectives: Upon completion of the lesson, the learners will be able to:

- Identify customs and habits in Spain.
- Write about customs and habits in their country.

Vocabulary:

seafood / festival / cape / dancer / flag / pepper / bull / throw / fight

Grammar:

Articles: the, a, an



Let's get started

Learners look at the pictures and answer the questions.

Suggested answers. (Accept any **other** correct/ plausible answers)

- They are from Spain.
- The woman is wearing a red long skirt. She is dancing.
- The man is fighting/playing with the bull.

The teacher can start the session by showing flashcards of the flag of Spain, the bull and telling the learners about them.



Let's read

1. Habits in Spain
2. a. Flamenco dancer b. Paella c. Bullfighter d. Cape
3. 1. capital / 2. flag / 3. Spanish

4. Read the text again.

Learners read the text again and say whether they like Spain or not and give the reasons for liking or disliking it (e.g. they want to visit the Spanish festivals, they like the Spanish dance, they love to taste paella, etc./they dislike bullfighting etc.).

The text is adapted from <https://www.theschoolrun.com/homework-help/spain>



Let's complete the rule

Articles :

a + consonant

Example : a cape

an +vowel

Example : an Indian



Let's practise

1. the 2. has 3. a 4. the 5. sell 6. an



Let's write

In groups of 4, learners

- Use a large paper/flip chart paper
- Write about their country: capital, language, flag, clothes, food, festivals
- Draw some pictures that represent their country
- Display their poster and present their country.



Let's pronounce

Listen, say and circle S or D.

Sweet	week	(S) D
Wednesday	draw	S (D)
Wait	while	(S) D
Wolf	who	S (D)
Grow	snow	(S) D
Bow	cow	(S) D



Let's play

Tunisia	France	England	India	China
1 - 7 - 10 - 16	2 - 4 - 8	6 - 11 - 13	9 - 14	3 - 5 - 12 - 15

It is important, here, to:

- make the point that all countries and cultures have different habits, typical dishes, clothing, etc.
- encourage learners to have an open attitude
- try different foods (as it's a new experience and a way of being polite and showing respect to people from other countries and cultures)
- make friends from different cultures/countries
- talk to people
- watch movies
- travel
- read books
- appreciate differences

Progress Check 7

Comprehension questions

1.

c- means of transport.

2.

Name	Places he / she goes to	Activities on the way
Nelly	School	- take a photo - have some flowers to give to her geography teacher
Mike	- School - Market	- read a book - play word games with his friends

3.

- ① bike ② playground ③ take ④ weekends

Language

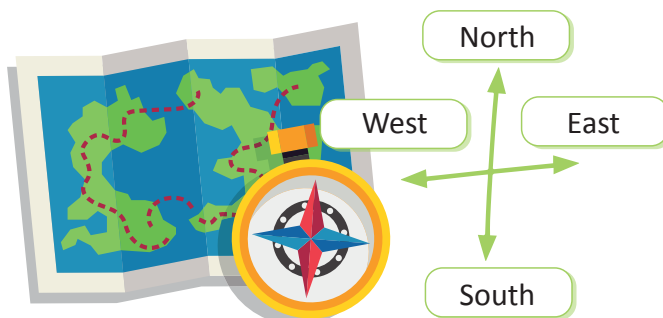
1.

- ① largest ② wonder ③ in ④ capital ⑤ city ⑥ flag

2.

biggest high from time

3.



Writing

1. 1. where do you want to go? 2. Do you like swimming? 3. Which means of transport do you prefer?

2.

Suggested answers. (Accept any **other** correct/ plausible answers)

1. This is a little girl. She is riding a bike. Her bike is green.
2. The two men are from the Middle East. They are greeting each other. They are touching noses.
3. The girl is from Tunisia. She is wearing beautiful clothes. They are Tunisian traditional clothes.
4. This is El Jem amphitheatre. It's in Mahdia. It is the biggest amphitheatre in Africa.